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ABSTRACT

The guide, prepared to supplement the existing curriculum, suggests activities for teachers related to three goals: (1) Self Goal: the student developing an awareness of who he/she is and through effective decision-making what he/she can become; (2) Society Goal: the student becoming aware of the interrelationships of society with his/her school, community, family, work, and leisure; and (3) World of Work Goal: the student becoming aware of the many facets of the world of work. All objectives, the eight student goals, and the activities are coded according to which major goal is emphasized. An outline of the philosophy and concepts of junior high school career education and exploratory work experience is followed by a guide for the integration of career education into any specified course. A major part of the guide consists of nine major English-related units on: the short story, nonfiction, poetry, grammar, plays, mythology, oral communications, composition, and book reports. Each unit contains several career related activities, needed resources, and evaluation/outcome. Source lists for audiovisual materials, career and occupational information listed by occupational areas, and locally available field trip sites and guest speakers conclude the guide. (SA)

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CAREER EDUCATION

Learning with a Purpose

JUNIOR HIGH 7-9 ENGLISH

- Career Related Activities
- Audio - Visual Material
- Sources of Career and Occupational Information
- Field Trip Sites and Guest Speakers

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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During 1973 and 1974 in five workshops, a group of teachers from three counties (Saline, Pettis, and Benton) in Central Missouri developed these activity guides. Special appreciation is expressed to all those individuals who participated in this program.

This package is only one step in the direction of developing career education curriculum. It has been revised and will continue to be reviewed and tested as an instrument for use as infusion of career education activities in middle or junior high levels of school.

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FOREWARD

This guide has been prepared to supplement the existing curriculum.

The activities presented relate to the three Career Education Goals set up by the workshop participants. They are (1) Self Goal (Self): For the student to develop an awareness of who he/she is and through effective decision-making what he/she can become; (2) Society Goal (Soc): For the student to become aware of the interrelationships of society with his/her school, community, family, work and leisure; (3) World of Work Goal (WW): For the student to become aware of the many facets of the world of work. All objectives, goals and activities included in this guide are coded as to which of the three areas they emphasize.

The activities which follow are offered as suggestions. This guide's purpose is not to tell the individual instructor what he or she must do. Rather the guide simply offers an example of what the teacher might do. It is hoped that the teacher will use these materials to infuse career education into the existing curriculum. How the instructor does this will depend upon the interests, talents, abilities and ingenuity of the specific teacher, the students and resources available.

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CAREER EDUCATION
DEFINITION AND DESCRIPTION

There has been a saying used for many years that education is preparation for life. At different points in our nation's history, this point has been overlooked or overshadowed by other interests. It would seem that career education is purposely trying to once again provide this type of education.

Career development, which is a lifelong process, begins at a very early age. Even the pre-schooler does role playing. As a child enters formal education, he should continue a step known as the Awareness Stage. This usually covers pre-school through grade six. The second is the Exploration Stage, which covers the middle or junior high level. The third is the Preparation Stage. This covers a time period as long as necessary for the individual to acquire the skills and knowledge needed to enter and progress through his occupational career.

The educational climate today indicates a growing awareness on the part of increasing numbers of people that living in the most advantageous vocational niche is one of the most critical of cultural aspects to man and society. This is the climate that has given impetus to the concept of career development. The great scientific and technical advances in our country have brought about the age of automation--an age in which every person is a specialist. This is true of both the college-educated person and the worker who terminates his education with graduation from high school. Virtually every person, man or woman, college student or not, is involved in earning a living. Education, then, should provide meaningful, significant experiences designed to equip the individual for work in which he will be successful and properly challenged in accordance with his specific aptitudes, interests and total personality. In the case of these individuals who will eventually graduate from college, the function of the school is an interim step. For many others, high school may be the only formal preparation for a lifetime of work and living.

Career education says: Each individual should be led to develop his own work values after becoming fully aware of the alternatives and the impercations, rather than have them dictated.

"Career" itself is a confusing term. To us, it refers to the sum total of all the work done by a person in his lifetime. It differs from an occupation in that an occupation is a component of a career at a point in time.

Career education, then, attempts to help students understand the work ethics imposed by society; develops their work values based on their own personal interests in full awareness of society's demands; helps them become aware of the world of work and its values, prepares for, and ultimately begins and pursues a career, including the possibility of occupational change and the hope for productive use of leisure during that career.

PHILOSOPHY

The interests of the junior high student revolve around the home, school and peer group. Through a study of society, self and the world of work, these students begin to see themselves as an integral part of a working whole. Career education brings relativity to the classroom. Career education seeks to give the student a firm foundation in the basic skills of education—the ability to read, write, communicate and calculate.

CONCEPTS

1. Explore and become aware of the many kinds of careers available.
2. Realistically appraise career selections according to his present abilities and interests.
3. Understand that each person is an individual with different capabilities, needs, interests and values.
4. Recognize the value and interdependence of each job choice.
5. Realize that work in school is directly related to future job success.
6. Realize the satisfaction that should be inherent in job choices and in leisure time pursuits.
7. Realize that the cultural and social attitudes of his heritage will not necessarily limit his job choices.
8. Realize that the world is in constant change just as his own abilities, interests and expirations change and will therefore explore many occupational possibilities during his maturation process.
9. Appreciate the responsibility he has to use his potential to contribute to the work force and to wisely use his leisure time to better the standards of cultural and recreational pursuits of his society.
10. Career preparation is not limited to a study for a specific career but necessarily includes all areas of study that broaden his mind and expand reasoning power so that he can make suitable choices in all phases of adult life.

EXPLORATORY WORK EXPERIENCE

Exploratory Work Experience is essentially a career guidance program being offered to seventh, eighth and ninth grade students in the ten participating school districts. It allows the student to observe and to "try out," in a limited way, a variety of conditions of work in one or more professional or vocational fields for the purpose of determining his suitability for such field or fields. Inasmuch as he is not expected to be productive as an employee, he receives no remuneration for participation on the exploratory program. Whatever benefits do accrue to the business in which the student is placed are usually offset by the time expended by his job supervisor (employer) in teaching and directing activities.

After a tentative career choice has been reached, the motivation to preserve and attain his career goal is enhanced. While involved in exploratory work experience, a participant may arrive at such a tentative career goal through a flexible process of deciding negatively as well as positively about possible careers.

Work exploration is essential to any student who plans to invest a significant amount of time and money in the preparation (continued education) for a career. It is beneficial to all students because most will find themselves at one time or another a part of the world of work, even if the position is part-time or temporary. This <u>real</u> experience can reduce the number of people who learn too late they chose the wrong career.

Such a program was initiated in eight of the ten participating school districts in the summer of 1974 with ninth grade students only. This program will be continued in 1974 and enlarged to incorporate eighth grade students as well as ninth grade students from the participating schools.

STUDENT LEARNING GOALS

Appreciations and Attitudes

Appreciate all forms of human endeavor and work.
Understand the impact of work in one's life and resulting need to make a meaningful career choice.
Relate attitudes and awareness to a specific or a related job.
Understand the importance of all careers and their contribution to society.

Self Awareness

Choose a career as related to interests and abilities.
Develop self-perception of abilities and interests as related to actual career requirements.
Build reality awareness perception of "where I am compared to where I want to be."
Related personal values and influence of other's values on career choice.

Decision Making

Weigh long and short range effects of different alternatives to specific problems. Apply decision-making process to study of careers. Analyze and refine previous career decisions based on counseling, work experience and all available information.
Select a career for in-depth analysis.

Educational Awareness

Identify and understand values as they relate to lifestyle.
Identify present lifestyle and conditions determining that style.
Determine a tentative personal schedule to acquire necessary and desired special skills.
Acquire special skills needed for predicted or desired lifestyle.

Career Awareness

Understand the relationships between attitudes and values and careers.

Economic Awareness

Develop the concept of management of finances (earning, spending, borrowing, savings).
Understand economic potential as related to careers, i.e., relate cost of entering a field to future expected income.
Understand the tools of business: Read and interpret tables, graphs, and charts used as a consumer.
Relate legal and financial consideration to careers in general.

Skill Awareness

Master the use of tools and processes used in research in the physical and social sciences. Understand the use of tools in selected careers.
Use basic tools found in careers.
Match necessary skills and processes with selected careers.
Match individual abilities and interests with skills and processes needed in careers.

Employability Skills

Understand the social and personal relationship and their effect on employment.
Understand the skills necessary to acquire, maintain, and progress in employment.
Relate personal and social interaction skills to careers.
Develop personal and social interaction skills related to in-depth study of one career.

GENERAL GUIDE FOR INTEGRATING CAREER EDUCATION INTO ANY SPECIFIED COURSE

Step 1

The teacher decides on the range of careers in each unit, section, or chapter

Step 2

The teacher makes a plan for introducing related careers when appropriate by the following methods:

(a) student research into careers using reference materials
(b) student development of occupational clusters
(c) guest speakers
(d) field trips
(e) role playing
(f) class or group discussions
(g) written or oral reports

Step 3

The teacher should make a concentrated effort to relate the regular classroom instruction to what is needed to succeed in the working world. To be successful, a student should:

(a) learn cooperation
(b) understand own worth as a unique person
(c) understand the necessary interdependence that exists in groups
(d) think and reason abstractly and concretely
(e) form solid analyses
(f) form opinions and make plans creatively and realistically
(g) approach problems systematically and realistically
(h) achieve and experience success in his work
(i) follow directions closely and accurately
(j) learn to accept responsibility for himself and his work
(k) assume the responsibility of developing good attendance habits
(l) utilize his time effectively
(m) develop good study habits
(n) develop within the student an appreciation and understanding of the work ethic—there is dignity in all forms of work

ENGLISH

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Career Education Objectives

For the students to:

WW	1.	Achieve competent use of language and reading for vocational purposes.
WW	2.	Indicate an interest in a specific occupation and to explore their reasons for being interested in that occupation.
WW	3.	Gain knowledge about career opportunities which might be chosen because of an interest in or aptitude for the English language.
WW	4.	Appreciate all forms of work.
Self	5.	Develop an awareness of their own abilities and interests and how these relate to self and society.
Society	6.	Identify and understand values as they relate to work, leisure, school, and community.
Society	7.	Become aware of parents' occupations and its relationship to other areas of work.
WW	8.	Realize the importance of habitual and intelligent use of mass modes of communications as related to the world of work.
Self	9.	Develop a growing intellectual curosity and capacity for critical thinking.
Society	10.	Achieve social sensitivity and effective participation in the family unit.
WW	11.	Identify and demonstrate effective work habits.
Self	12.	Understand one's self and capabilities.
WW	13.	Develop skills in jobs.
WW	14.	Become aware of availability of jobs.
WW	15.	Become aware of personal guides to career choices.

GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Short Story

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc 1. Read 5 to 10 short stories that emphasize working situations; values as related.	1. Textbook, Adventures for Reading Part II Read Supplement Reader's Digest	1. For the student to write a short story effectively using characters confronting obstacles of self and/or society.
WW 2. Group discussion on areas of work as found in the short story.	2. Guest speakers that work in areas in the story to show how these fields have developed and influenced society.	2. Choose a career from those discussed and write a report on what you learned new about this field.
Self 3. Write a character sketch for a main character. Include how his values related to the development of his character.		
Soc 4. Discuss characters and inter-relationships in connection with their value systems.		
Soc 5. Role play a situation where one or more teenagers must face a crisis in ther lives and overcome it.		
Soc 6. Divide students into small groups (5 to 8) and have each group create a story they can tell the other groups relating to decision making in a teenagers life.		
WW 7. Field trips to related occupations that were in the stories read or created by the students.	7. Local businesses, farms, classrooms, etc. as applicable to occupations discussed in stories.	

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CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
WW 8. Develop a collage relating to all the occupations discussed or related to those discussed in previous short stories. Could be done in groups or individuals.	8. Old magazines	
WW 9. Create a mobile that relates to one of the occupations discussed in the story. Could be done in groups easily.	9. Shop classes, old magazines, artistic students	
WW 10. Develop a file of magazines, newspapers, or newspaper clippings, trade journals, etc. that relate to occupations related to short stories.	10. Addresses from State Department on where to write for information, magazines, etc. that relatives and friends would donate.	10. Each student should add at least two articles to the file.

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GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Non-fiction (Editorials)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc 1. Students can look for editorials in newspapers and magazines which might be criticizing or commenting on a person or people or situations in any given occupation or career.	1. Local newspapers	1. Read, write and study editorials.
Soc 2. Students will write an editorial commenting on a school or community situation. This would probably involve one or more jobs or occupations.		2. Students might become aware of advantages or disadvantages of some school-related career.

GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Non-fiction (essay)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
WW 1. Relate the essays read and studied in class to the occupations represented in them or by their authors, i.e., occupations might be those of: a naturalist, journalist, scientist, teacher, editor, etc. WW 2. Students will be assigned to write a short essay giving their opinion as to why they think a certain occupation or career might be a good choice.	1. Essays from textbooks and other sources.	1. Students will study the various forms of the essay--i.e. inform, entertain, convince. 2. Practice in writing an essay.

GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Non-fiction (Autobiography)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Self 1. Read at least one autobiography by a person in a field or occupation that the student might have an interest in. Self 2. Students should write their own autobiography--examining their interests and emphasizing wishes or plans for their futures regarding career or occupational plans. OUTLINE FOR AUTOBIOGRAPHY I. Early life A. Where and when born B. Earliest remembrances C. Early experiences II. Family A. Size of family B. Number of brothers and sisters C. Favorite family pastime III. Friends A. Who they are B. Things we do together C. Influential people in your life	1. Library, textbooks	1. Student would examine how his occupation or career was fulfilling or rewarding to him. 2. Students would examine their own lives for clues to self-fulfillment.

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
IV. School experiences A. Early school life (grades 1 through 5) B. Recent school experiences (grades 5 through 8) V. Likes and dislikes A. Likes B. Dislikes VI. Goals for the future A. Educational B. Occupational C. Other		

GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Non-fiction (Biography)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Self 1. Introduce the study of biographies with whatever examples happen to be in your own text. Assign each person to find a biography or autobiography on a person in a field of work that he or she is interested in. Self 2. Assign a written review of the book and/or an oral review/ or each person could share with the class by a speech or report some. Self 3. Interesting events from the person's life or more briefly just tell the most important thing that he/she was noted for. WW 4. Trace the career development process of the person in the story. Self 5. Examine how their occupations were fulfilling to them. Self 6. Illustrate with a poster showing person's outstanding achievement.	1. Biographies that are available in local school or community libraries of people in as many different occupation books are available.	1. Student will be exposed to various occupations and become acquainted with the outstanding people in those field of work. 2. Student will realize that careers are often a culmination of jobs. Opportunities should be taken advantage of.

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GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Poetry

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
WW 1. Read poems that might be about people in a certain occupation (farmer, sailor, cowboy, teacher, etc.)	1. Text and poetry books as available in the library.	1. Students will be reading poetry.
WW 2. Try writing poems pertaining to an occupation or an area of interest. Illustrate the original poem with a drawing or magazine pictures of the occupation or the person at work.		
WW 3. Students spend some time looking for poems on occupations or people at work.	3. Carl Sandburg's poems	
WW 4. Students would explain the poem (about the occupation) in their own words in a paragraph with emphasis on how the author feels about the job or occupation that is discussed in the poem.		4. Reading poetry and doing paragraph writing to develop an understanding of personal fulfillment, dedication, interest and styles in lines of work.

GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Grammar (Spelling)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
WW 1. Make a poster illustrating each spelling word. (All these words should be career-oriented) Use the word in a sentence; illustrate.	1. Magazines, pamphlets, posters	1. Develop a basic idea of what these words mean and where they are used.
WW 2. Spelling of list of words difficult to spell or easily confused in titles of occupations.	2. Occupational Outlook Handbook	2. Eliminate confusion on titles of various occupations.
WW 3. Develop a crossword puzzle using the spelling list of words used in various careers.	3. Dictionary Career Handbook	3. Enjoyable way to develop spelling and vocabulary of words used in various careers.

GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Grammar (Vocabulary)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
WW 1. Alphabetize a selected list of jobs WW 2. Using the dictionary and library, list five books about people in different occupations.	1. English on the Job Unit 8, Part II 2. SRA - Job Family Series Voices I Any library usage booklets Library	1. Continued familiarization with various occupations and spelling practice for every day words.

GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Vocabulary (Occupational)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
WW 1. Define and learn to spell words related to careers: i.e. law terms, opticians, therapists, pharmacists, various scientific fields, hygenists, veterinarians, other professionals.	1. Dictionary, Occupational Handbook	1. Broaden the students knowledge and vocabulary level as related to occupations.
WW 2. Discuss orally with classes the various slang terms and jargon the people in each occupation use in their daily work--students will contribute what they are familar with.	2. Students and teachers	2. Become aware of how others speak and what certain "jargon" expressions mean.
WW & Soc 3. Skits might be written or available in play books.	3. Read magazine	3. Students will do role playing using jargon.

GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Grammar (Parts of Speech)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
WW 1. Write two word sentences using only one noun and one verb. Use sentences which relate to careers, such as: Surgeons operate. Carpenters build Artists design.	1. English text	1. Using grammar for practice in form in an area to help students relate occupations to duties or responsibilities.
WW 2. Prepositions and prepositional phrases--make sentences using prepositional phrases about jobs. with his director in the bank on the job about the newspaper around the city	2. English text	2. Using grammar for practice in form in an area to help students relate occupations to duties or responsibilities.
WW 3. Scramble Game - unscramble the following a. LAMIMAN (mailman) b. CHICAMEN (mechanic) c. GENERINE (engineer)	3. Occupational Dictionary	3. Awareness of various occupations
WW 4. List as many action verbs as you can from pictures collected and posted that are of on the job work	4. Magazine, posters, newspapers	4. Relating occupations to English and any information gleamed from reading the articles or viewing the pictures.
WW 5. Find 50 verbs in the newspaper or magazine in articles relating to an occupation. Underline the verb.	5. Newspapers, magazines	

GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Grammar (Paragraphing)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Self 1. Write an autobiography (See attached sheet) Example Outline non-fiction section	1. English text	1. Would emphasize knowing themselves.
WW 2. Invite a local personnel director to come and talk to your class on how writing skills are important on the job and which type of writing skills they seek in new employees.	2. Resource individuals in the community	2. Directly relating use of writing to future occupations.
Soc 3. Have students interview three adults as to why writing skills are important in their jobs.	3. Parents, friends, community individuals	3. Directly relating use of writing to future occupations.
Soc 4. Have students write about their parents jobs and the problems they faced. Whether or not they would choose this field or not. They would probably include an interview with parents.	4. Parents	4. Realization of parents' problems and indepth look at their occupations.
Self 5. Have students write paragraphs about what I Would Like To Be When I Grow Up.	5. Career Briefs WORK or OEK, English text	5. Continued awareness of what direction they are headed and where they are now in relationship to this goal.
WW 6. Write a one-page theme on "The Dictionary and the Man on the Job"	6. Occupational Briefs Counselor of School	6. Information on how they may need to utilize a dictionary in an occupation.
Self 7. Write a composition on one of these subjects or use others as they fit time schedule. a. My life ten years from now b. Fairy tales do come true c. It's all right to dream, but one should be practical d. An honest look at me e. How the average student can improve thyself	7. English text	7. A self-evaluation and contemplation of future goals and aspirations.

GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Grammar (Paragraphing)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Self & Soc 1. Select a short story or play and have students write their own endings. (Use a play or short story involving decision-making or values or right or wrong ideas) Example: Track team boy needs to make grades so he steals an original poem assignment from an "A" average girl student. She realizes her poem is gone when there is no time to write another poem, so she copies one of Emily Dickison's poems. The teacher immediately recognizes what the girl has done and she is called upon to explain her reasons for plagarizing.	1. Magazine, short stories, plays available.	1. Students will have practice in making judgments, decisions and realizing their own basic ideas of right and wrong..

GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Grammar (Letters and/or Letter Writing)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
WW 1. Write a letter of application applying for a summer job in your locality.	1. Textbook	1. Student will have to become acquainted with proper form for a business letter.
WW 2. Write business letters to personnel managers of local businesses. Inquire about types of jobs they have available and personal qualifications for these.		
WW 3. Write letters to government officials to inquire about their work.		
4. Write "thank you" letters to guest speakers.		
Self & WW 5. Write a letter to three addresses that are listed as free information sources for an occupation you are interested in.	5. FRA File Career Information Career World Encyclopedia of Careers	5. Accumulation of materials for students or resource area in classroom on occupations.

GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Plays

	CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
WW	1. Use whatever plays available in the text and discuss the occupation involved. (if any)	1. Textbook All plays available	1. Experience in role-playing different occupations, situations and life roles.
WW	2. Students write plays or skits for students to act out - i.e. a job interview, arrange interviews between pairs of students; can also include receptionist. Write humorous parodies on a TV show. (This automatically includes various occupations.)		
WW	3. Play - "What's My Line" Could be done exchanging panels and having an occupation written on the board. (For interest have the opposite sex answer questions for a more stereotyped sex occupation)	3. Occupational Outlook Handbook Encyclopedia of Careers	
Self & Soc	4. Divide the class into workable groups and assign a play to be written involving decisions made by students in junior high or high school situations that affect those individuals lives.	4. Students' experiences and knowledge of situations	4. Students will participate in a discussion of decision making and how it influences life decisions.

GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Mythology

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Read stories in text.	1. Textbook-Adventures for Readers-Book 2, Harcourt, Brere	1. Students should become exposed to mythology and become aware of how the mythological stories and Greek and Roman Gods influence or have presented the words we use, the present occupations we have. i.e. Valcun is father of modern day Welding)
2. Use at least three other resource books	2. Splendor from Olympus Kit	
3. Study words derived from Greek and Roman myths	3. Mythology, Edith Hamilton	
4. Use the "Splendor from Olympus Kit" (if available). Listen to cassettes - show filmstrips, use study guide questions.	4. Gods, Heroes, and Men of Ancient Greece W.H.D. Rouse	
5. Group project: in groups rewrite a myth story and act out.	5. LaRousse World Mythology, P. Grimal	
WW 6. Discuss how ancients have permeated every aspect of present day life--especially occupations. Bring in examples of words and pictures used in everyday products and advertising i.e. Mercury.	6. Bulfinch's Mythology	
7. Look at art reproductions that are available of Mythological Characters (statues, etc.)	7. Words from the Myths Isaac Asinow, Art prints as available	
8. Have students take one Greek or Roman god and do research or report paper to find out as much as possible on their topic - could follow with oral report.		
9. Make a drawing or illustration of a god or goddess or some part of one of the stories.		9. To serve as a bulletin board display

GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Oral Communications (Introductions)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc 1. Role play introductions in various setting. a. Family in home b. Friends in social situation c. Fellow workers on the job d. Students in educational setting	1. Etiquette Books available, also textbook	1. Students will learn correct introduction in both formal and informal situations.
Soc 2. Discuss importance of correct introductions	2. Home economics teacher Home economics resources	

GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Oral Communications (Telephone Conversation)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc 1. Discuss importance of clarity on telephone and courtesy. Role play situations: a. You need information from a store on the price of garden tiller. b. You call a wrong number and get a irrate party. c. You need to call a business in Dayton, Ohio that has just moved. What do you do? d. You are an operator for the local telephone company. You receive a call from a child that needs help. e. Placing an ad in a newspaper f. Making a plane reservation g. Placing an order by phone h. Calling the drug store for the refilling of a prescription and asking for it to be delivered.	Etiquette books available Telephone guide books Local directory for telephone Guest speaker from telephone company in your area	Use of courtesy and explicitness on the telephone.

GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Oral Communications (Directions)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
WW 1. Discuss occupations that rely on reading directions. WW 2. Discuss importance of giving complete directions. What occupations include giving directions or following directions WW 3. Write a set of directions for a location WW 4. Write a set of directions for assembling a product: Simple products would be the easiest to work in a classroom situation.	1. Guests - occupations Policemen Firemen Telephone linemen Chefs Housewives Manufacturers Sewing pattern Interpreters	1. For the student to create two sets of directions, one handed in written and one given orally in class.

GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Oral Communications (Explanations)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
WW 1. Discuss what occupations include giving or producing explanations. Ex-teaching, job foreman, employment agencies, doctors, lawyers, administrators in business and industry, journeymen teaching apprentices in many fields. Self &WW 2. Talk with an individual that works in the occupation you are interested in about what explanations they use.	1. Individuals (especially parents and friends) who would be willing to discuss their occupations with students.	1. Students will be able to give oral explanation that would relate to an occupation you are interested in.

GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Oral Communications (Oral Reports)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
WW 1. Divide students into groups or individual units as necessary where related fields may be discussed. Use these work groups so there will not be extensive overlapping on reports. Large areas can be divided into subgroups Examples: Farming 1. Dairy 2. Beef cattle 3. Crop (fresh produce) 4. Crop (Grains)	1. Parents	1. The student will give an oral report on their parent's occupations.

GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Oral Communications (Panel Discussions)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
WW 1. Divide into groups for the number of career clusters you work with. Have each group divide the occupations of the clusters among the members. Have them prepare material that would cover what these occupations include in as many phases as possible. Each student should be prepared to cover one specific occupation as completely as possible.	1. Autobiographies Biographies of famous people in the various fields in these occupations. Occupational Handbooks The school counselor Acquaintances in these fields	1. Panel discussions on occupations in these clusters.
WW 2. Have people from various occupations come into the classroom and do a panel discussion for your students discussing their job or occupation. Students should be encouraged to ask questions also.	2. People in the local community	2. Experience in listening and speaking

GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Composition Interests Values

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Analyzing Interests-		
Self 1. Compare your interests with those of someone you know who is your own age and sex.	1. Classmates, Peers	1-2-3 Opportunity to verbalize interests for each student and to compare these interests with those of others--realizing the individual uniqueness of each persons makeup.
Self 2. Compare your interests with those of someone you know who is your own age and opposite sex.		
Self 3. Given several examples of people with differing interests and attitudes, identify three reasons to account for the differences (e.g.-age, sex, background, skills, etc.)		
Social Skills Exemplified		
Soc. 4. a. Give two examples of social skills--being polite to people, getting along with people, being friendly, talking easily with others	Etiquette Book- Life Situations.	
b. Give an example of a situation in which you have seen someone showing good social skills (e.g. welcoming a new neighbor, calming a frightened child, avoiding a fight by calming an antagnoist)		
c. Give an example of a situation in which you have seen someone show poor social skills (e.g. Picking a fight, being rude)		
Soc. 5 Given a specific interpersonal situation--(parent scolding a child) compare and contrast the way adults and children might perceive the situation:		
Values of Individuals		
Self 6. Compare the values which are important to you now with those that were important to you when you were younger. Analyze the new values that have occurred.		

GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Composition Interests Values

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Self 7. a. Discuss interpersonal skills--(being sensitive to others needs, listening well, being considerate, exhibiting leadership.)	Personal experiences	7. Relating Interpersonal skills as a value in life styles.
Soc. b. Give two reasons why people's interpersonal skills differ. (e.g.-difference in training, in skills of people your age, people younger than you, and people older than you.		8. Familiarity with the differences in emotional make up of other people.
Soc. 8 Compare and contrast the emotional reactions of (1) children and adults (2) women and men.		
Analyzing Differences in Interests		
Self & Soc. 9. Explain the difference between the heredity-based and experience-based explanations of individual differences.	9. Any psychology textbook	9. Familiarity with influences on personality as caused by heredity or environment.
Self 10. Compare your current interests with those you had two years ago and identifying specific experiences that might account for any changes.	10. Personal history	10. Brings to light the idea of life a continual changing process.
Self 11. Discuss emotional reactions (eg., amusement, sorrow, anger, annoyance, affection)		
Soc. 12. Give an example of an interpersonal situation, describe the emotional reactions of the participants.	12. Personal experiences	
Soc. 13. Explain why a person's observable reaction in an emotional situation may differ from how he or she is feeling inside.		13. Viewing other individuals in light of inner feelings.

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GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Composition Interests Values

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Personal Goals		
Self 15. a. Give examples of personal goals. b. Explain how differences in personal goals, interests, abilities, values, experiences, & peer and family influences help shape your goals. c. Describe how your goals change from time to time and why.		15. Interpreting your personal goals as they relate to your development.
Changes in Emotional Reactivity		
Self 16. Describe how people's emotional reactions usually change as they grow older. If they do not, what happens?		16-17 Verbalizing thoughts on emotional reactions
Building Self-Confidence		
Self 17. a. Describe how you feel when you know that you have done well. b. Describe how you feel when you are able to improve your performance of a particular skill		
Self-Evaluation		
Self 18. Describe some of the ways you can evaluate your self.(e.g. others reactions to you, introspective observation.)	18. Life experience Role playing	
Recognizing Emotions and Attitudes in Others		
Soc. 20. Given a list of activities that you like to engage in, identify three general interests reflected in the list. (e.g. out door activities, art, etc.)		20.-21 Students will be able to analyze their own interests.

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GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Composition Emotion, Attitudes, Interests, Values

	CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Self	21. Given a list of activities which you <u>like to do</u> and a list of the activities you voluntarily spend time on, analyze and discuss the degree to which the lists are in agreement with one another.		
	<u>Analysis of Emotional Behavior</u>		
Self & Soc.	22. Identify three kinds of situations that precipitate negative emotional reactions in you, based on analysis of interactions with family and friends (e.g. being contradicted, being forbidden to do something you want to do, etc.)		22. Students will have an opportunity to look at situations from different views and backgrounds.
	<u>Analysis of Emotional Behavior</u>		
Self	23. a. Identify three kinds of situations that precipitate negative emotional reactions in you, based on analysis of interactions with family and friends (e.g. being forbidden to do something you want to do, etc.) b. Same for positive (e.g. being successful in a task or job, pleasing a friend, etc.)	23. Students personalities	23-25 Students have a chance for self-analysis of their personalities.
Self	24. Describe the degree to which you exhibit or demonstrate each of the following emotions when you experience them: Happiness, sympathy, excitement, anger, sorrow, frustration, affection		
Self	25. Explain how your emotional reaction in a particular situation affected others involved in the situation (e.g. you got angry with a parent excited about something causing the people you were with to become very excited.		

GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Composition

	CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
	Clarification of Values		26-27
Self	26. Given a specific value, determine whether or not you feel the value is valid when applied to specific situations (e.g., given that people should not discriminate against people of other backgrounds, consider whether a private club owner has the right to discriminate in determining club membership)		Students have an opportunity to voice their values and analyze them.
Self	27. Given a specific value, determine whether or not you think the value would be valid if your role was different (e.g., consider how you would feel about discrimination in housing if you were a house owner, a member of a minority group looking for a house)		
	Trends in Education and Training	28-32	28-32
Soc	28. Explain why proportionally more people are pursuing higher education today than fifty years ago.	Occupational Handbook Career, Encyclopedia Government, Publications through Superintendent of Documents Newspaper articles	Students will look into educational requirements for careers as related to todays world of work.
Soc	29. Explain how the amount of education "required" for a job is affected by the markets for that job (e.g. if a lot of people compete for a few openings employers can "require" greater amounts of education of applicants.)		
Soc	30. Describe two ways that an increase in leisure time can affect education and training opportunities (e.g. give people more time to pursue education and training, increasing demand for continuing education programs.)		

	CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc	31. Describe how education and training programs are adpating to meet the needs of the increasing numbers of women participating in them. (e.g. allow part-time enrollment, provide day-care facilities for children, etc.)		
Soc	32. Compare and contrast the relative numbers of people now and ten years ago who are pursuing higher education, vocational training and work upon graduating from high school.		
	Individual Differences		33-35 Decision-making is prompted and will be made.
Soc	33. Explain how the type of education or training a person pursues can be influenced by his or her occupational, leisure and social goals.		
Soc	34. Given a description of an individual's background interests, abilities and goals, suggest appropriate education and training activities for him.		
Soc	35. Compare and contrast the kind of education and/or training people might seek and receive at ages 10, 20, 35, 50, and 65.	35. Area school system's handbooks, catalogs and counselors on elementary, high school junior college, university, etc., levels.	

GRADE LEVEL OR SUBJECT English AREA OR UNIT OF STUDY Book Reports

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Self 1. Read one biography. Trace the career development process of the person. Contrast personal characteristics of the person in the story with your own.	1. Biographies and autobiographies from the library	1. An awareness of the extent that a career effects an entire life style.

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AUDIO VISUAL MATERIAL

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JUNIOR HIGH A-V MATERIALS

Books

Call No.

LB 1027.5 .C37 1973 — Career Education in the Middle/Junior High School, Olympus Publishing Company. Third in the series of "how to do it" books, aimed at the junior high level. Circulation period 3 weeks. Teachers 7-12.

Career Development Activities, Howard W. Sams and Company, Inc. A manual of suggestions for activities to be used to integrate career development activities with traditional subject matter. Instructor's guide included. Circulation period 4 weeks. Teachers 7-12.

Occupations and Careers, Webster Division, McGraw-Hill Book Company. Textbook designed for courses in occupations or as a reference to counselors and their students. Circulation period 3 weeks. Grades 7-12.

Manpower and Economic Education, Love Publishing Company. Includes units on the individual and the nature of work, the economic world, the manpower market, career opportunities in the American economy and technology, skills and investment in education. Circulation period 3 weeks, suggested for teachers, counselors and administrators.

LB 1027.5 E35 — Mathematics for Career Education with teacher's guide, Charles E. Merrill Publishing Company. Developed for students interested in practical mathematics. Circulation period 4 weeks, suggested for teachers of remedial classes, shop classes and union apprentice programs.

HF 5381 .S864 — Viewing Your Career, Pendulum Press. Eight chapters covering different aspects on careers such as: choosing a location, part-time jobs, full-time jobs, labor unions, etc. Circulation period 2 weeks, suggested for teachers, counselors and administrators.

P 90 .H36 1974 — The World of Communications: Visual Media, McKnight Publishing Company. This text is divided into readings intended to increase the students' perception by having them recognize problems. Circulation period 3 weeks, suggested for teachers, counselors and administrators.

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NVGA Bibliography of Current Career Information, 1973 Edition, National Vocational Guidance Chronicle, Division of APGA. Contains a current career literature listing, career film reviews and a publisher's index. Circulation period 2 weeks, suggested for students, teachers, counselors and administrators.

HF 5381 .P43 — Perspectives on Vocational Development, American Personnel and Guidance Association. Contains five parts: introducing vocational development (2, 3, 4) discussing vocational development theory in the past, present and future also special applications. Circulation period 4 weeks, suggested for teachers, counselors and administrators.

TD 148 .C47 — Clean Streets, Clean Water, Clean Air.

TH 4811 .N36 — New House, New Town.

The Maturity of Vocational Attitudes in Adolescence.

T 65 .S39 — Teaching Children about Technology, McKnight Publishing Company. A three-part text to help teachers teach students about the complexities of industry. Circulation period 2 weeks, suggested for junior high and high school teachers.

Exploring Careers in Child Care, McKnight Publishing Company. Prepared for use in some educational programs. Circulation period 3 weeks, suggested for home economics teachers.

General Drafting, McKnight Publishing Company. A sample text for beginning drafting with 75 units to give the student a brief overview of a variety of construction techniques dealing with mechanical and architectural drafting. Circulation period 2 weeks, suggested for beginning drafting students.

Multi-Media Storage Catalog, American Personnel and Guidance Association. A publications program providing periodicals, books, films and cassette tapes to order. Circulation period 1 week, suggested for teachers, counselors and administrators.

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Consumer Purchasing, Consumer Education. Seven chapters showing the consumer various situations of consumer spending and explaining the when, where and why's of the money involved. Circulation period 2 weeks, suggested for grades 9-12.

Career Education Program, Volume II, Houghton Mifflin Company. This notebook consists of a sequence of detailed lesson plans accompanied by duplicating masters and transparencies to reinforce a student's knowledge and understanding of the world of work. Circulation period 3 weeks, suggested for grades 7-9.

Career Exploration and Planning, includes teacher's manual and student workbook, Houghton Mifflin Company. It approaches career development by stressing students' self-awareness and understanding of their own talents and interests. Circulation period 4 weeks, suggested for grades 8-12.

The Waiter and Waitress Training Manual, Institutions/Volume Feeding Magazine. A six-part guide for serving food in a restaurant with a quiz at the end. Circulation period 2 weeks, suggested for teachers, counselors and administrators.

Ginny the Office Assistant, McGraw-Hill Book Company.

Developing Students' Potentials

Introduction to Occupations, Instructional Materials Laboratory. This material is designed to provide guidelines for teachers helping young persons learn about decision-making in the area of occupational choice. Circulation period 3 weeks, suggested for junior high students.

Job Application and Interviews, Instructional Materials Laboratory. Divided into nine chapters which cover such areas as career opportunities, self-evaluation, job interview, tests and forms, money management, etc. Circulation period 4 weeks, suggested for teachers, counselors and administrators.

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Phil the File Clerk, McGraw-Hill Book Company.

My Career Guidebook, includes counselor's and teacher's manual, Benziger Bruce and Glencoe, Inc. A sample guidebook that contains sections devised to help the users prepare themselves for a career. Circulation period 2 weeks, suggested for high school students, teachers, counselors and administrators.

How to Get a Job, Benziger Bruce and Glencoe, Inc. This book is designed to teach a person how to hunt for the job he wants successfully. Circulation period 1 week, suggested for high school students, teachers, counselors and administrators.

HF 5381 .S865 How to Choose Your Work, Benziger Bruce and Glencoe, Inc. Divided into three parts: (1) What do you want to do? (2) What can you do? (3) Kinds of work available to you. Circulation period 1 week, suggested for high school students, teachers counselors and administrators.

The Parents' Role in Career Developments, the National Vocational Guidance Association. To enable parents to help their children find their occupational careers. Circulation period 1 week, suggested for teachers, counselors and administrators.

Guidelines for the Preparation and Evaluation of Career Information Media, National Vocational Guidance Association. A set of guidelines for filmstrips, films and occupational literature. Circulation period 2 weeks, suggested for teachers, counselors and administrators.

Career Mathematics: Industry and the Trades, teacher's edition, Houghton Mifflin Company.

Mathematics for Daily Living, with workbook, McCormick-Mathers.

Kits

Call No.	Kit
KT CE1	Duo-Media Career Education Kit, Career Education Associates. Cassette and photo-guide, sample copy on Physician's Assistant. Circulation period 2 weeks. Grades 7-12.
KT CE4	Career Awareness Program (Featuring Popeye the Sailor), King Features Education Division. Full-color comic books covering 15 career clusters with poster, class career awareness bingo game, teaching guide. Circulation period 3-5 weeks. Grades 4-8.

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KT CE5 Job Experience Kit, Science Research Associates, Inc. Work simulation experiences in 20 self-contained kits (may be checked out singly if kit is not in use). Circulation period 1 week. Grades 7-11.

Occupations include:

Appliance Serviceman	Beautician
Plumber	Secretary
Carpenter	Veterinarian
Draftsman	Librarian
Electronic Technician	Lawyer
Accountant	Police Officer
Medical Technologist	Elementary School Teacher
Truck Driver	Automatic Mechanic
X-ray Technician	Motel Manager
Designer	Salesperson

KT CE6 The Changing Work Ethic, Guidance Associates. Two filmstrips with cassettes and discussion guide. Part I--You and Work; Part II--Work and Society. Circulation period 1 week. Grades 7-12.

KT CE12 World of Work: Readings in Interpersonal Relationships, McGraw-Hill Book Company. Fifty illustrated fiction stories of four pages each to acquaint the reader with job-worker situations. Multiple choice, short answer and discussion questions are provided. Circulation period 4 weeks. Grades 8-12.

KT CE16 Educator's Kits, Let's Save the Children, Inc. Units based on experiences of popular black personalities (Roberta Flack, Issac Hayes, The Jackson Five, Nikki Giovani, Flip Wilson, The Staple Singers, Marvin Gaye, Rev. Jesse Jackson.) Includes books, teacher's guide, puzzles and coloring books. Circulation period 4 weeks. Grades K-8.

KT CE22 Career Education Program, The New York Times. Guide for using the New York Times School Service in the classroom, includes career awareness material. Circulation period 2 weeks. Grades 7-12, especially of interest to English and Social Studies.

KT CE23-I World of Work, Part I, Eye Gate. Eight filmstrips with cassettes covering eight areas of employment, also includes teacher's guide. Circulation period 1 week, suggested for junior high and secondary students. (Educable Mentally Retarded)

Titles include:

What is Your Future in the Changing World of Work?

Receptionist	Electrician
Automobile Mechanic	Printer
TV and Radio Repair	Sheet Metal Worker
Tool and Die Maker	

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KT CE23-II — World of Work, Part II, Eye Gate. Six filmstrips with cassettes covering six areas of employment, also includes teacher's guide. Circulation period 1 week, suggested for junior high and secondary students. (Educable Mentally Retarded)

Titles include:

Automotive Sales Representative
Cook
Data Processing Clerk
Sheet Metal Worker - Building Trades
Medical Assistant
Real Estate Sales

KT CE24 — Education for Occupations, Eye Gate. Eight filmstrips with cassettes covering eight areas of employment. Circulation period 1 week, suggested for junior high and secondary students. (EMR)

Titles include:

Working in a Service Station
Working in a Supermarket
Working in the Printing Industry
Working in the Food Services
Working with Business Machines
Working in Manufacturing
Working in Building Maintenance
Working in a Hospital

KT CE25-A — Career Education, Series A, Interpretive Education. Five filmstrips with cassettes and teacher's manual. A multi-media approach designed to give the student a broad, general overview of jobs in the service, factory, sales and distributive areas. Circulation period 1 week, suggested for secondary.

Titles include:

Introduction to Careers
Service Jobs

KT CE28 — Compulearn Career Education Program, Random House. A battery-operated console used with program cards. Helps students progress through series of questions on interests, career information, etc. Includes educator guides, student guides, bibliographies, career index, console and program cards. Circulation period 3 weeks. Grades K-12.

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Book Series

Call No.

Early Career Books, Lerner Publications Company.

S 494.5 .A4 B45 1974	Careers in Agriculture
HD 9710 .A2 B46 1974	Careers in Auto Sales and Service
LB 2832 .B46	Careers in Education
QL 50.5 .B46 1974	Careers in Animal Care
JS 155 .B45 1974	Careers with the City
S 944 .B46 1974	Careers in Construction

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Periodicals

Volume and Number	Name Publisher
	CAREER WORLD, Curriculum Innovations, Inc. Circulation period 2 weeks, suggested for 7-12.
	Major topics covered:
I-2 Oct. 72	Engineers and Engineering Technicians
I-3 Nov. 72	Communications and Media Home Economics Careers in the Building Trades
I-4 Dec. 72	Air Transportation Business and Office
I-5 Jan. 73	Careers in Psychology
I-6 Feb. 73	Opportunities in the Criminal Justice System Apprentice Training
I-8 Apr. 73	Health Careers
I-9 May 73	Oceanography Insurance Careers
II-5 Jan. 74	Computer Careers and Other White Collar Jobs Electronic Technicians Tool and Die Makers
II-6 Mid-Feb. 74	Working for Uncle Sam
II-7 Mid-March 74	Jobs in Journalism
II-8 Mid-April 74	Marketing and Distribution
II-9 Mid-May 74	Agribusiness
March 74	EMPHASIS, Career Education, Emphasis, Inc. Circulation period 2 weeks. Grades 9-12. Major emphasis - Careers in Allied Health Fields.
Mar. 74 April/May 74	CAREER EDUCATION DIGEST, Educational Properties, Inc.

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Filmstrips

FS
CE1

Are You Looking Ahead? Eye Gate. Ten filmstrips with a teacher's manual designed to prepare students mentally, socially and emotionally for the world of work. Circulation period 1 week. Grades 7-12.

Titles include:

Do You Like Flowers?
Do You Like Sports?
How About Being a Key Punch Operator?
Do You Love Animals?
Would You Like to Be a Cashier?
How About Office Work?
How About Being an Electronics Assembler?
Would You Like Hospital Work?
Want to Work in a Laundry?
Would You Like to Sell?

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Posters

Call No.

PA CE1 — Career Posters, Minnesota Department of Education. Posters showing careers in various areas related to subjects listed below and further divided according to amount of education necessary for each. (laminated to add more careers in spaces provided) Circulation period 4 weeks. Grades 6-12.

PA CE2 — Industrial Education Careers

PA CE3 — English Careers

PA CE4 — Social Studies Careers

PA CE5 — Agricultural Science Careers

PA CE6 — Science Careers

PA CE7 — Business Careers

PA CE8 — Mathematics Careers

PA CE9 — Distributive and Marketing Careers

PA CE10 — Music Careers

PA CE11 — Art Careers

PA CE12 — Home Economics Careers

PA CE13 — Physical Education and Health Careers

PA CE14 — Foreign Language Careers

PA CE17 — Guidance Publications Chronicle Posters. Nine different posters representing various types of work. Circulation period 4 weeks. Grades 7-12.

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If you visit the Career Education Audiovisual Library in the Learning Resource Center, you will be able to locate materials more quickly by noting the color-coded labels. All of the materials other than books and periodicals are color-coded. The color and code is as follows:

Item	Code	Color
Kit (a combination of two or more media designed to be used as a unit)	KT	Black
Cassettes	CT	Red
Posters, Charts	PA	Orange
Filmstrips	FS	Green
Games, Puzzles	GA	Blue
Realia (actual objects or specimens)	RE	Brown

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SOURCES OF CAREER AND OCCUPATIONAL INFORMATION

Listed below are recognized sources of accurate and relevant career information for each of the occupational areas. These materials can be obtained without charge.

Accounting - For more information write:

National Society of Public Accountants
1717 Pennsylvania Avenue
N.W., Washington, D.C. 20006

American Institute of Certified Public Accountants
666 Fifth Avenue
New York, New York 10019

Accounting Career Council
National Distribution Center
P.O. Box 650, Radio City Station
New York, New York 10019

National Association of Accountants
505 Park Avenue
New York, New York 10022

Financial Executives Institute
50 West 44th Street
New York, New York 10036

The Institute of Internal Auditors
170 Broadway
New York, New York 10038

Advertising, Marketing, and Public Relations - For more information Write:

American Association of Advertising Agencies
200 Park Avenue
New York, New York 10017

American Advertising Federation
1225 Connecticut Avenue
N.W., Washington, D.C. 20036

American Marketing Association
230 North Michigan Avenue
Chicago, Illinois 60601

Public Relations Society of America, Inc.
845 Third Avenue
New York, New York 10022

Association of Industrial Advertisers
41 East 42nd Street
New York, New York 10017

Small Business Administration
Washington, D.C. 20416

American Marketing Association
230 North Michigan Avenue
Chicago, Illinois 60601

Public Relations Society of America, Inc.
845 Third Avenue
New York, New York 10022

Service Department
Public Relations News
127 East 80th Street
New York, New York 10021

Aerospace and Aviation - For more information write:

American Institute of Aeronautics and Astronautics
1290 Avenue of the Americas
New York, New York 10019

Air Transport Association of America
1000 Connecticut Avenue
N.W., Washington, D.C. 20036

General Aviation Manufacturers Association
1025 Connecticut Avenue
N.W., Washington, D.C. 2-036

Agribusiness and Natural Resources - For more information write:

American Farm Bureau Federation
225 Touhy Avenue
Park Ridge, Illinois 60068

American Society of Agricultural Engineers
2950 Niles Road
St. Joseph, Michigan 49085

American Society of Animal Science
39 Sheridan Avenue
Albany, New York 12210

The Wildlife Society, Ste. S-176
3900 Wisconsin Avenue
N.W., Washington, D.C. 20016

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National Forest Products Association
1619 Massachusetts Avenue
N.W., Washington, D.C. 20036

Automotive - For more information write:

Educational Affairs Department
Ford Motor Company
The American Road
Dearborn, Michigan 48121

General Motors Corporation
Room 1-101, General Motors Building
Detroit, Michigan 48202

Architecture - For more information write:

Association of Collegiate Schools of Architecture
1785 Massachusetts Avenue
N.W., Washington, D.C. 20036

The American Institute of Architects
1735 New York Avenue
N.W., Washington, D.C. 20006

The American Institute of Architects
1785 Massachusetts Ave. N.W.
Washington, D.C. 20036

Banking, Finance, and Investment - For more information write:

The American Bankers Association
1120 Connecticut Avenue
N.W., Washington, D.C. 20036

Investment Counsel Association of American, Inc.
127 East 59th Street
New York, New York 10022

National Consumer Finance Association
1000 - 16th Street
N.W., Washington, D.C. 20036

National Association of Bank Women, Inc.
National Office
111 E. Wacker Drive
Chicago, Illinois 60601

National Bankers Association
4310 Georgia Avenue N.W.
Washington, D. C. 20011

Federal Deposit Insurance Corporation
Director of Personnel
550 17th St. N.W.
Washington, D.C. 20429

Business and Office Services - For more information write:

Administration Management Society
Publications Department
Willow Grove, Pennsylvania 19090

American Management Association
135 West 50th Street
New York, New York 10020

National Association of Purchasing Management
11 Park Place
New York, New York 10001

National Secretaries Association (International)
616 East 63rd Street
Kansas City, Missouri 64110

Communication and Media - For more information write:

American Newspaper Publishers Association Foundation
750 Third Avenue
New York, New York 10017

Sigma Delta Chi, National Professional Journalism Society
35 East Wacker Drive
Chicago, Illinois 60601

Education Council of the Graphic Arts, Inc.
4615 Forbes Avenue
Pittsburgh, Pennsylvania 15213

Modern Language Association
60 Fifth Avenue
New York, New York 10011

American Library Association
50 East Huron Street
Chicago, Illinois 60611

National Association of Broadcasters
1771 N Street
N.W., Washington, D.C. 20036

Construction - For more information write:

Associated Builders and Contractors, Inc
P.O. Box 698
Glen Burnie, Maryland 21061

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National Association of Home Builders
1625 L Street
N.W., Washington, D.C. 20036

Data Processing and Computer - For more information write:

Data Processing Management Association
505 Busse Highway
Park Ridge, Illinois 60068

American Federation of Information Processing Societies, Inc.
210 Summit Avenue
Montvale, New Jersey 07645

Automation Institute of America, Inc.
760 Market Street, Suite 600
San Francisco, California 94102

Association of Computing Machinery
1133 Ave. of the Americas
New York, New York 10036

Education - For more information write:

National Education Association
1201 - 16th Street
N.W., Washington, D.C. 20036

American Federation of Teachers
1042 - 14th Street
N.W., Washington, D.C. 20005

Association for Childhood Education International
3615 Wisconsin Avenue
N.W., Washington, D.C. 20015

The Council for Exceptional Children
Suite 900,
1411 South Jefferson Davis Highway
Arlington, Virginia 22202

American School Counselor Association
1607 New Hampshire Avenue
N.W., Washington, D.C. 20009

U.S. Department of Health, Education and Welfare
Office of Education
Washington, D.C.

The College Placement Council, Inc.
P.O. Box 2263
Bethelem, Pa. 18001

Electronics - For more information write:

National Alliance of Television and Electronics Service Association
5908 S. Troy Street
Chicago, Illinois 60629

Electronics Industries Association
2001 Eye Street
N.W., Washington, D.C. 20006

Engineering - For more information write:

Engineers' Council for Professional Development
345 East 47th Street
New York, New York 10017

American Institute of Industrial Engineers, Inc.
United Engineering Center
345 East 47th Street
New York, New York 10017

American for Engineering Education
1346 Connecticut Avenue
N.W., Washington, D.C. 20036

American Institute of Chemical Engineers
345 East 47th Street
New York, New York 10017

Institute of Electrical and Electronics Engineers, Inc.
345 47th Street
New York, New York 10017

The American Society of Mechanical Engineers
United Engineering Center
345 East 47th Street
New York, New York 10017

The Society of Mining Engineers of AIME
345 East 47th Street
New York, New York 10017

American Society of Civil Engineers
345 East 47th Street
New York, New York 10017

Environment - For more information write:

Ecological Society of America
Department of Botany
Southern Illinois University
Carbondale, Illinois 62901

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Institute of Environmental Sciences
940 East Northwest Highway
Mt. Prospect, Illinois 60058

Soil Conservation Society of America
7515 N.E. Ankeny Road
Ankeny, Iowa 50021

National Environmental Health Association
1600 Pennsylvania Street
Denver, Colorado 80203

Society of American Foresters
1010 - 16th Street
N.W., Washington, D.C. 20036

The American Forestry Association
1319 - 18th Street
N.W., Washington, D.C. 20036

American Geological Institute
2201 M Street N.W.
Washington, D.C. 20037

Interagency Board of U.S. Civil Service Examiners for Washington, D.C.
1900 E Street, N.W.
Washington, D.C. 20415

American Meteorological Society
45 Beacon Street
Boston, Mass. 02108

American Geophysical Union
2100 Pennsylvania Avenue, N.W.
Washington, D.C. 20037

International Oceanographic Foundation
1 Rickenbacker Causeway
Virginia Key, Miami, Fla. 33149

U.S. Civil Service Commission
Washington, D.C. 20250

Employment Division
Office of Personnel
U.S. Dept. of Agriculture
Washington, D.C. 20250

Food Service and Processing - For more information write:

Institute of Food Technologists
176 West Adams Street
Chicago, Illinois 60603

American Meat Institute
59 East Van Buren Street
Chicago, Illinois 60605

National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

The Institute of Food Technologists
Suite 2120
221 North LaSalle Street
Chicago, Illinois 60601

Government - For more information write:

United States Civil Service Commission
c/o Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Health and Medicine - For more information write:

American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 60611

National Health Council, Inc.
1740 Broadway
New York, New York 10019

American Medical Record Association
875 North Michigan Avenue, Suite 1850
Chicago, Illinois 60611

American Association of Medical Assistants
200 East Ohio Street
Chicago, Illinois 60611

American Medical Association
Department of Health Manpower
535 North Dearborn Street
Chicago, Illinois 60610

American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, Illinois 60611

American Dietetic Association
Publications Department
620 North Michigan Avenue
Chicago, Illinois 60611

National Association for Mental Health
10 Columbus Circle
New York, New York 10019

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National League for Nursing
10 Columbus Circle
New York, New York 10019

American Optometric Association
7000 Chippewa Street
St. Louis, Missouri 63119

American Physical Therapy Association
1156 - 15th Street
N.W., Washington, D. C. 20005

Registry of Medical Technicians
P.O. Box 4872
Chicago, Illinois 60680

Hospitality and Recreation -
For more information write:

National Recreation and Park Association
1700 Pennsylvania Avenue
N.W., Washington, D.C. 20006

American Hotel and Motel Association
Kellogg Center
East Lansing, Michigan 48823

American Association for Health Physical Education and Recreation
1201 - 16th Street
N.W. Washington, D.C. 20036

Industry, Machine and Tool Trades -
For more information write:

The American Society for Metals
Metals Park, Ohio

Scientific Apparatus Makers Association
370 Lexington Avenue
New York, New York 10017

Insurance Occupations -
For more information write:

National Association of Public Insurance Adjusters
1613 Munsey Bldg.
Baltimore, Md. 21202

Institute of Life Insurance
277 Park Avenue
New York, New York 10017

Insurance Information Institute
110 William Street
New York, New York 10038

Mathematics Occupations -
For more information write:

American Mathematical Society
P.O. Box 6248
Providence, R.I. 02904

Mathematical Association of America
1225 Connecticut Avenue, N.W.
Washington, D.C. 20036

Association for Computing Machinery
1133 Avenue of the Americas
New York, New York 10036

Society for Industrial and Applied Mathematics
33 South 17th Street
Philadelphia, Pa. 19103

Personal Services - For more information write:

Society of American Florists
901 North Washington Street
Aldexandria, Virginia 22314

Retail Jewelers of America, Inc.
1025 Vermont Avenue
N.W., Washington, D.C. 20005

Gemological Institute of America
11940 San Vicentee Blvd.
Los Angeles, California

National Society of Interior Designers
315 East 62nd Street
New York, New York 10021

Institute of Life Insurance
277 Park Avenue
New York, New York 10017

Associated Master Barbers and Beauticians of America
219 Greenwich Road
Charlotte, North Carolina 28211

American Institute of Laundering
Joliet, Illinois 60434

Sales - For more information write:

National Automobile Dealers Association
2000 K Street
Washington, D.C. 20006

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National Association of Real Estate Boards
155 East Superior Street
Chicago, Illinois 60611

The National Retail Merchants Association
100 West 31st Street
New York, New York 10001

The National Association of Wholesaler-Distributers
1725 K Street
N.W., Washington, D.C. 20006

Sales and Marketing Executive International
Student Education Division
630 Third Avenue
New York, New York 10017

Science - For more information write:

American Astronomical Society
211 Fitz Randolph Road
Princeton, New Jersey 08540

American Institute of Biological Sciences
3900 Wisconsin Avenue
N.W., Washington, D.C. 20016

Entomological Society of America
4603 Calvert Road
College Park, Maryland 20740

American Society for Microbiology
1913 "I" Street
N.W., Washington, D.C. 20006

American Chemical Society
1155 - 16th Street
N.W., Washington, D.C. 20036

American Geological Institute
2201 M Street
N.W., Washington, D.C. 20036

Society of Exploration Geophysics
Box 3098
Tulsa, Oklahoma 74101

The American Meteorological Society
45 Beacon Street
Boston, Mass. 02108

American Society of Horicultural Science
615 Elm Street
St. Joseph, Mich. 49085

Manufacturing Chemists' Association, Inc.
1825 Connecticut Avenue, N.W.
Washington, D.C. 20009

American Institute of Physics
335 East 45th Street
New York, New York 10017

Interagency Board of U.S. Civil Service Examiners for Washington, D.C.
1900 E Street, N.W.
Washignton, D.C. 20415

Social Science Occupations - For more information write:

The American Anthropological Association
1703 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Smithsonian Institute
Washington, D.C. 20560

American Economic Association
1313 21st Avenue South
Nashville, Tenn. 37212

The Foreign Service in the Seventies
U.S. Department of State, Publication 8535
Washington, D.C. 20520 Free

Association of American Geographers
1710 16th Street, N.W.
Washington, D.C. 20009

Social Work - For more information write:

National Association of Social Workers
1425 H Street
N.W., Washington, D.C. 20005

National Center for Church Vocations
1307 South Wabash Avenue
Chicago, Illinois 60605

Transportation - For more information write:

American Trucking Association
1616 P Street
N.W., Washington, D.C. 20036

The Association of American Railroads
Public Relations Department
1920 L Street
N.W., Washington, D.C. 20006

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GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Allstate Insurance Co.	4800 E. 63rd Kansas City, MO	John Irish	816-333-6800	Yes	20	11-16	No
Archias Floral Co.	4th & Park Sedalia, MO	Don King	826-4000	Yes	20	K-12	Yes
Attorney at Law	Warsaw, MO	Edwin F. Brady	438-5116	No	0	0	Possibly
Ault's Skelly Station	1570 S. Odell Marshall, MO	Bob Ault	886-6792	Yes	20	7-9	No
B & E Market	1701 S. Kentucky	Jim Dick	826-2188	Yes	30	3-12	No
Banquet Foods	253 W. Marion St. Marshall, MO	Caton Martin	886-3301	Yes	20	4-9	Possibly
Ben's Den	1421 S. Limit	Jack Smith	827-2485	No	0	0	Possibly
Benton County Enterprise	Warsaw, MO	Mahlon White	438-6312	No	0	0	Possibly
Benton County R-I	Cole Camp, MO	Vergil Oglevie	668-4427	No	0	0	Possibly
Benton County R-IX	Warsaw, MO	John Boise	438-7351	No	0	8-10	Yes
Bohling Grocery	Cole Camp, MO	Mr. E. G. Bohling		No	0	0	Possibly
Boonslick Regional Library	6th & Lamine	Ms. Corley	826-6195	Yes	20	K-9	Possibly
Borchers & Heimsoth	Cole Camp, MO	Ervin Borchers	668-4923	No	0	0	Possibly
Bothwell Hospital Physical Therapy	Sedalia, MO	Nevin Almquist	826-8833	Yes	7-15	7-12	Yes
Bothwell Hospital	Sedalia, MO	Marie Nicholson	826-8833	Yes	20	12-16	No

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Breech Academy-TWA	6300 Lamar Avenue Mission, KS	Mickey Holiday	842-4000	Yes	20	11-16	Yes
Brick Mason	RFD 3 Warsaw, MO	Lee Slavens	438-536	No	0	0	Possibly
Dala's Botique	Tipton, MO	Dala Yantz	433-2626	No	0	0	Yes
Broadway Lanes, Inc.	2119 W. Broadway	Edith Simons	827-0404	Yes	Large	K-14	Possibly
Broadway Car Wash	310 W. Broadway	Dale Arms	826-0375	Yes	25-30	1-12	No
Brown, McCloskey, Buckley	301 E. 5th St.	Mabel Glenn	826-7373	No	0	0	No
Business Mens Assurance	BMA Building Kansas City, MO	Almeta Wilcher	753-8000	Yes	20	11-16	No
Cablevision, Inc.	600 S. Osage	Lynn Harrison	826-0933	Yes	20	5-9	Possibly
Cargill Incorporated	Marshall, MO	Jack Hartwick	886-7473	Yes	20-25	9	Possibly
Cargill Nutrena Feeds	Smithton, MO	Gene Hudiburg	343-5319	Yes	10	7-12	Yes
Classic Studio	6th & Kentucky	Ed Brummett	826-8888	Yes	5-10	7-12	Yes
Commerce Bank	10th & Walnut Kansas City, MO	John Wells	234-2000	Yes	20	11-16	No
Conalco	West Highway 50	Russ Woodyard	827-1712	Yes	30	6-12	Yes
Consumers Supermarket	Hancock & Broadway	Bill Smillie	827-3190	Yes	15	K-12	Yes
Creasy's Insurance Agency	Warsaw, MO	Gordon Creasy	438-5621	No	0	0	Yes
C. W. Flower Co.	219 S. Ohio	Mrs. Austin	826-3200	Yes	15-20	11-16	Yes
DeKalb Ag. Research	Marshall, MO	Don Wert	886-7438	Yes	10-40	5-9	Possibly

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NAME	ADDRESS	REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
DeLong Dry Goods	Warsaw, MO	Mrs. DeLong	438-5307	No	0	0	Possibly
Democrat News	Marshall, MO	Jerry Arnett	886-2233	Yes	25	7-9	Yes
Dentist	Warsaw, MO	Dr. Shepardson	438-5421	No	0	0	No
Dentist	1810 W. 11th	Dr. Robert Vit	826-5445	No	0	K-12	No
Doctor of Osteopathy	1701 S. Lafayette	Dr. Joe Bennett	826-6633	Yes	5 at a time, 40 max	7-12	Yes
Duke Manufacturing	Main & Duke Road	Ivan Stuart	827-2661	Yes	10	4-12	No
Durham Chevrolet	Warsaw, MO	Cloyd Durham	438-5133	Yes	10	8-12	Yes
Estes' 66 Station	Warsaw, MO	Gary Estes	438-6022	No	0	0	Possibly
Fajen's Inc.	Warsaw, MO	Mary Wray	438-5111	Yes	30	1-12	Possibly
Farmer's Bank of Lincoln	Lincoln, MO	Karl Kroenke	547-3311	Yes	12-15	9-12	Possibly
Fire Department	Main St. & State Fair Blvd.	Ronnie Ollison	826-9058	Yes	15-20	K-12	Yes
Flat Creek Vet. Hosp.	1701 W. Main	Dr. Peacock	827-2057	Yes	10-15	K-12	Yes
Bill Greer Body Shop	Main Street	Orval Burd	827-2162	Yes	5	10-12	No
Hallmark	25th & McGee	Rose A. Lightle	274-4667	Yes	20	11-16	Yes
Heinzler Bros. Welding	Marshall, MO	Frank Heinzler	886-7775	Yes	20-25	7-9	No
Holiday Inn	32nd & Limit	Jim Grieshaber	826-6100	Yes	40-50	8-9	Possibly
IBEW Local 814 Credit Union	2111 W. Broadway	June Kuhlman	826-0814	Yes	6 at a time	8-12	Possibly

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NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
IGA	2402 W. Broadway	Ralph Huff	827-1452	Yes	25	K-12	Yes
Industrial Loan & Investment	120 W. Fifth	Firman Boul	826-4800	Yes	25	7-12	Yes
Jim's Garden Center	1000 W. Main	James L. Foster	826-4411	Yes	15	4-9	Possibly
Bob Johnson TV & Appliance	2907 W. Broadway	Ray Thompson Harold Richardson Paul Johnson	827-2326	Yes	15-20	7-12	Yes
KDRO Radio	W. Highway 50	Herb Brandes	826-5005	Yes	15	K-12	Possibly
Kim Originals	2500 E. Broadway	Bill Cline	826-2500	Yes	15	K-12	Possibly
KMMO-KMFL	Marshall, MO	Mr. Douglas	886-7422	Yes	20-25	7-9	Yes
KMOS TV Station	2100 W. Broadway	Stuart Gressley	826-1651	Yes	15	K-12	Yes
KSIS Radio	N. 65 Highway	Carl Yates	826-1050	Yes	10	K-14	Yes
Lacuma Builders Inc.	1806 W. 11th	Bob Cook	826-0522	No	0	0	Yes
Lamm, Barnett, Crawford, Barnes, Fritz Law Firm	118 W. Fifth	Donald Barnes	826-5428	No	0	11-12	Yes
Lee's Archery Manufacturing	Route 2	LeRoy Young	826-6762	Yes	20	7-16	No
Lincoln New Era Newspaper	Lincoln, MO	George Williams	547-3800	Yes	Inquire	Inquire	Possibly
Macy's	1034 Main Kansas City, MO	Mrs. Cullen	221-3737	Yes	20	11-16	No
Magistrate Judge-Pettis County	901 S. Vermont	Hazel Palmer	826-8816	No	0	11-12	Yes
Marshall Chamber of Commerce	214 N. Lafayette	Leo Hayob	886-7464	No	0	7-9	Yes

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NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Pettis County Ambulance	626 E. 5th	Joe Wasson	826-5316	Yes	10-15	6-12	Possibly
Phyllis's Beauty Shop	Cole Camp, MO	Phyllis Templeton		No	0	0	Possibly
Pittsburgh Corning	16th & Missouri Pacific Spur	Rita Kenney	826-4660	No	0	0	No
Post Office	205 N. Lafayette Marshall, MO	Mr. Weislocker	886-6200	Yes	25	7-9	No
Post Office	405 E. 5th	Roy Hinton	826-8887	Yes	25-30	4-9	Possibly
Ramada Inn	3501 W. Broadway	Darrell Olsen	826-8400	Yes	15	5-12	Possibly
Reinhart Fajen, Inc.	Warsaw, MO	Elcise Atkins	438-5111	Yes	20	11-16	No
Rest Haven Retirement Home	1800 S. Ingram		827-0845	Yes	10	1-9	Possibly
Retail Bakery	6th & Ohio	Mr. Mallory	826-6920	Yes	20	K-9	Possibly
Rick's Body Shop	R. R. #2	Rick Geer	826-1157	Yes	25-30	7-12	No
Rival Manufacturing Co.	16th & Lamine	Jim Houchen	826-6600	Yes	15	4-12	Yes
Rival Manufacturing Co.	Miller's Park Plaza	Nyra Price	827-3860	No	0	0	Yes
Scott's Jewelry	E. Highway 7 Warsaw, MO	Mr. Scott	438-5700	No	0	0	0
Sears	110 W. Third	Finis Galloway	826-6500	Yes	10	7-12	Yes
Sedalia Computer Service	210 E. 7th	Larry McRoy	827-1990	Yes	10-15	9-12	Yes
Sedalia Democrat	700 S. Mass.	Don Keller	826-1000	Yes	15	K-16	No
Sedalia Implement Co.	2205 S. Limit	John Joy	826-0466	Yes	15-25	7-12	Yes

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NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Marshall Floral & Greenhouse	160 W. Summit	Juanita Dametz	886-7177	Yes	20	7-9	Yes
Marshall State School & Hospital	Marshall, MO	M. L. Daughty	886-2202	Yes	30	12-16	Possibly
Mattingly's Variety Store	218 S. Ohio	Bill Stratton	826-5270	Yes	20	7-12	Yes
Merle Norman Cosmetics	120 S. Ohio	Sandra Boul	826-6430	No	0	11-16	Yes
MFA Claims Adjustment Office	2002 W. 14th	Steve Overman	827-0670	No	0	0	Yes
MFA Implement	Lincoln, MO	Clarence Frisch	547-3318	Possibly	Inq.	Inq.	Possibly
MFA Insurance	1817 W. Broadway	Vic Ohman	445-8441	Yes	20	11-16	No
Missouri Division of E. S.	215 E. Fifth	Bill Giles	826-8184	Yes	25	11-12	Yes
Missouri Pacific Railroad	210 N. 13th St. St. Louis, MO	D. M. Tutke	314-2944	Yes	Arr.	7-12	Possibly
Missouri State Bank	917 S. Limit	William Claycomb	826-1213	yes	20-25	4-12	Possibly
Missouri State Fair	Box 111	Myrna Ragar	826-0570	Yes	30	3-7	Possibly
Missouri Valley College	Marshall, MO	Gordon Imlay	886-6924	No	0	9-12	Yes
Model Cleaners	Warsaw, MO	Richard Kingma	438-5831	Yes	20	K-12	No
Ollison's Garage	3809 E. 12th	Keith Ollison	826-4077	No	0	0	Yes
Patricia Stephens Modeling Finishing School	4638 Nichols Parkway Kansas City, MO	Sue Peterson	531-5866	Yes	60	7-12	Yes
Pepsi-Cola Bottling Co.	Sedalia, MO	W. C. Ream	826-8144	Yes	30	4-9	Possibly

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NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Sedalia Memorial Airport	E. Highway 50	James Addas	826-9796	Yes	Small	K-14	Possibly
Sedalia Police Department	3rd & Osage	Bill Miller	826-0214	Yes	10-15	9-12	Yes
Sedalia Water Department	111 W. 4th	C. H. Taylor	826-1234	Yes	15	K-16	Possibly
Sheriff's Department	Warsaw, MO	Bob Breashears	438-5252	No	0	0	No
Paul Shinn Oil Company	RFD 3 Warsaw, MO	Paul Shinn	438-5013	No	0	0	No
Sound Shop	1716 W. Ninth	Al Reese	827-2223	Yes	20	K-12	Yes
Southwestern Bell Telephone	220 E. 5th St.	Bob Johnson	826-9800	Yes	25	K-12	Yes
State Fair Community College	1900 Clarendon Road	Fred Davis	826-7100	Check with Betty Blackwell			
The Craft Shop	318 S. Ohio	Mrs. Boatman	827-3041	Yes	15-20	5-12	Possibly
Third National Bank	301 S. Ohio	Bob McDonald	826-0611	Yes	30-40	6-9	Possibly
Town and Country Shoes	201 N. Missouri	Charles Rayl	826-4490	Yes	Small	All Y	Yes
Tullis Hall Dairy Co.	541 E. 5th	Mr. Funnell	826-3030	Yes	10	3-12	No
Tygart & Arth Body Shop	207 E. Pelle Marshall, MO	Ray Arth	886-3933	Yes	25	7-8	Yes
Unitog	Warsaw, MO	Osborne McMillen	438-5117	Yes	Arr.	7-12	No
Veterinary	Cole Camp, MO	Dr. Taylor	668-4523	No	0	0	No
Walker Publishing Co.	2016 W. Main	Mark Kitch	826-8200	Yes	15	5-12	Yes
Warren Grocery	Green Ridge, MO	Mr. Warren	527-3317	No	0	0	No

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NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Warsaw Auto Supply	Warsaw, MO	Stan Intelman	438-7321	Yes	Small	1-14	No
Warsaw Veterinary Clinic	Warsaw, MO	Dr. Rolf	438-7333	No	0	0	No
Wilken Music	Thompson Hills	Mr. Wilken	826-9356	Yes	10	4-12	Yes
Wilson's Co., Inc.	Box 340 Marshall, MO	Don Nutten	886-5522	Poss.	12	7-12	Possibly
W. K. Garage	Cole Camp, MO	Walt Weymuth	668-4421	Yes	25-30	7-12	Yes
Wood & Huston Bank	27 North Street Marshall, MO	Mr. Mitchell	886-5575	Yes	25	7-9	Yes
Zephyr Manufacturing Co.	400 W. 2nd St.	C. M. Huddleston	827-0352	Yes	10-15	4-9	Possibly

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